

## **Revision of School Three-year Operational Plan for 2004-05 School Year**

### **Purpose and Planning Process**

This document will be used by principals and School Leadership Councils (SLC) as a step-by-step outline to assess student work, identify obstacles to improved performance, propose the actions to be taken to overcome the obstacles, and to set the benchmarks for monitoring progress during the 2004-05 school year. Completion of this document constitutes a revision to the School Three-year Operational Plan submitted July 15, 2003 to take effect in the 2004-05 school year.

In its guidance document for Abbott schools and districts, *Improving Literacy and Learning*, the Department of Education sets the policies and procedures for “classroom out” assessment and planning. Learning starts and ends with what happens, or should happen, between teachers and students in classrooms. One of the first changes you will note is the requirement that every teacher complete a checklist that is provided as a part of the guidance. These checklists are to remain with the school and are not to be shared with the district or DOE. The purpose of the checklists is to ensure that those educators who are closest to students every day share their perspective in a more systematic way so that the school plan reflects the realities of its classrooms. After each teacher completes the checklist, he/she should take part in a grade-level discussion of similarities and differences with his/her colleagues, and then in a full faculty meeting with the principal. After these discussions, the information should be summarized for the SLC to guide the preparation of a revised three-year plan for 2004-05.

The information in this section should guide the discussions and the revision of the School Three-year Operational Plan.

Schools must submit to the central office and to DOE a revision to their School Three-year Operational Plan for the 2004-05 school year. To update the plan, schools must engage in a two-tiered process that includes the perspective of classroom teachers, and an in-depth analysis of the assessment data. These two processes will serve as the backdrop for revising and implementing the School Three-year Operational Plan for 2004-05.

### **Intensive Early Literacy**

If all students are not strong readers by the end of third grade, schools and districts must assess the literacy program to determine if all the elements of New Jersey’s Intensive Early Literacy program have been fully or appropriately implemented. Each elementary school should review those elements and map a specific plan for implementing elements beginning this school year. For example, if read-alouds are not now a part of literacy instruction each morning, then the principal and teachers should determine how this essential practice can be introduced. In the

same way, other elements such as classroom libraries, small learning centers, and continuous assessment of progress should be scheduled for full implementation, but in no case later than the beginning of the 2004-05 school year. You can use Form C to describe the school's intensive early literacy implementation level.

### **Completing the Revision of the School Three-year Operational Plan**

The School Leadership Council, led by the principal, should involve all school staff in the analysis of student performance and teacher perceptions (i.e., checklists for elementary, middle school and high school teachers), identification of learning deficiencies and obstacles to student performance, and the identification of solutions and strategies. The SLC and the principal, after a careful analysis of state and local test results, must establish performance targets for 2004-06. The results of the data analysis should assist in completing Charts A, B and C for both language arts literacy and math.

### **The district central office must ensure that schools have access to the data listed below to conduct the necessary data analyses.**

To revise and update the School Three-year Operational Plan for the 2004-05 school year, each school must analyze the following data:

- Annual school- and district-level data from the state assessment Cycle II reports (1999-2002) and Cycle I from 2003 with percentage of students proficient, advanced proficient and partially proficient for language arts literacy (LAL) and mathematics, disaggregated by total students, special education students, and English language learners (ELL);
- Cluster area mean scores for the school, the district, and the state, disaggregated by the same subgroups in the bullet above;
- English language proficiency levels and exit rates for all ELLs;
- Summary of teacher checklists, identifying especially those areas/components of intensive early literacy that need further development;
- Needs assessment completed for No Child Left Behind (NCLB) by subgroup, including identification of priority areas and Adequate Yearly Progress (AYP) performance targets;
- Student attendance;
- Graduation and dropout rates (secondary schools);
- Teacher attrition rates;
- Percentage of highly qualified classroom teachers as defined by NCLB; and
- Results on non-state standardized tests disaggregated by the same subgroups as the state tests.

**Step I. Review the summary of the teachers' checklist.** The teachers' checklists for elementary schools, middle schools and high schools are located in the guidance document, *Improving Literacy and Learning*. Review the checklists and use the following questions to guide discussions about the possible causes of learning deficiencies and obstacles. The

conclusions drawn from these discussions should be reflected on Charts A, B and C (located at the end of this document).

1. What components of early literacy are currently being implemented and which are not?
2. What do teachers' responses suggest are possible obstacles to improved student mastery of reading, writing and the other CCCS?
3. Do teachers' responses imply that a closer review of curriculum and materials is needed? Of the professional development plan? Of the school culture?

**Step II. Review and analyze state test results.** It is strongly suggested that the following questions guide the school's discussions related to revision of the School Three-year Operational Plan for 2004-05.

1. After careful analysis and synthesis of the assessment data (1999-2003), what learning deficiencies are revealed? For total students? English Language Learners? Special Education students?
2. How does your **total student population** who take the math and LAL sections compare with other Abbott districts ("special needs") and the state average?
3. How do your **English Language Learners** who take the math and LAL sections compare with other Abbott districts and the state average?
4. How do your **special education** students who take the math and LAL sections compare with other Abbott districts and the state average?
5. What does the analysis of cluster results suggest are schoolwide areas of deficient learning and instruction that must be addressed for total population, ELLs and special education students?
6. What changes in classroom practice, professional development and curriculum are necessary to improve performance of all students?
7. Based on an analysis of state assessment data, English language proficiency and exit rate data, what changes in programs, practice and professional development are needed for ELLs?
8. Based on the results of the state assessment cluster analysis, which of the NJCCCS must be better aligned to classroom instruction/grade-level planning?
9. How does performance on the state tests compare with performance on local or national standardized tests for total population, ELLs, and special education?
10. How is instruction affected by staff attrition rates, number of highly qualified teachers in classrooms, and recruitment procedures for the district?

11. How does the school explain any upward or downward trend(s) in performance revealed by the data?
12. What areas of deficiency are best explained and addressed by policies, procedures and practices at the **district level**, those at the **school level**, and those at the **grade/classroom level**—as well as those explained by **more than one** of these?
13. What other factors, including those that may be distinctive to the school, should be considered in your analysis.

**Step Three: Complete Charts A, B, and C, located at the end of this document.** After analyzing the teacher survey (i.e., checklist) results, assessment results, and other data, the SLC must complete Charts A, B, and C. These charts should clearly identify the performance targets for the 2004-06 school years, the learning deficiencies and obstacles that stand in the way of improving student performance, and the steps the school will take to eliminate or lower those obstacles.

## No Child Left Behind

### Incremental Increases in Expectations

*This chart contains the New Jersey Adequate Yearly Progress (AYP) incremental benchmarks in language arts literacy and mathematics. The figures below represent the percentage of total students (including the disaggregated student subgroups) that scored proficient or advanced proficient. Beginning in 2003-04 school year, the incremental benchmark for the NJ ASK3 will be added. Consider these benchmarks when establishing the school's performance targets.*

		2002	2005	2008	2011	2014
Language Arts/Literacy	Grade 4	68	75	82	91	100
	Grade 8	58	66	76	87	100
	Grade 11	73	79	85	92	100
Math	Grade 4	53	62	73	85	100
	Grade 8	39	49	62	79	100
	Grade 11	55	64	74	86	100

# THREE-YEAR OPERATIONAL PLAN TITLE PAGE – FORM A

<b>SCHOOL:</b>		<b>DISTRICT:</b>	
SCHOOL CODE:		DISTRICT CODE:	
CURRENT DATE:	REGION:    ___North    ___Central    ___South		
WSR MODEL: _____		Date model initially adopted _____	
Newly selected WSR model? ___		Newly selected alternative WSR design? ___	
APPROVED TITLE I SCHOOLWIDE:    ___Yes    ___No			
NCLB SCHOOL IN NEED OF IMPROVEMENT:    ___Yes    ___No			
COUNTY:		COUNTY CODE:	
DISTRICT CONTACT:		SCHOOL PRINCIPAL:	
DISTRICT CONTACT PHONE:		PRINCIPAL PHONE:	
DISTRICT CONTACT FAX:		PRINCIPAL FAX:	
DISTRICT CONTACT E-MAIL:		PRINCIPAL E-MAIL:	
DISTRICT BUSINESS ADMINISTRATOR NAME:		SCHOOL ADDRESS—CITY, STATE, ZIP	
DISTRICT BUSINESS ADMINISTRATOR PHONE/FAX:		GRADE SPAN OF SCHOOL: Grades ___ - ___ Elementary_____ Middle _____ High School _____	
DISTRICT ADDRESS—CITY, STATE, ZIP		TOTAL SCHOOL-BASED BUDGET FUNDS:	
Signature of School Principal & Date:		<b>Signature of School Facilitator &amp; Date:</b>	
The revised Three-Year Operational Plan has been approved by the SLC of the _____ School.			
<b>Signature of School Leadership Council Chair &amp; Date:</b>		SLC Chair Address:	
SLC Phone:		SLC Fax:	
<b>School Three-Year Operational Plan and Annual Budget Due Date: District: December 12, 2003 DOE: January 8, 2004</b>			

## PARTICIPANTS IN THE PLANNING PROCESS FORM B

School \_\_\_\_\_

### Checklists/Survey

Utilize the appropriate checklists for elementary, middle and high schools located in the guidance, *Improving Literacy and Learning*, to answer the following questions:

Number of teachers in the school	Number of teachers who completed the checklist	Number of teachers participating in grade-level discussions	Number of teachers at full faculty discussion of checklist issues
Explanation for less than 100 percent participation of teachers?			

Indicate which of the following steps was completed:

- Grade-level meetings were held to discuss the checklist.
- Full-faculty meeting was held by the principal to discuss the checklist.
- A summary of consensus areas was prepared for the School Leadership Council.

**SLC/Faculty Vote. SLC Vote:** Indicate the number of votes for and against adopting the plan by the SLC and the school faculty. Number of SLC members: \_\_\_\_\_ Number of SLC members voting for adoption of Operational Plan: \_\_\_\_\_ Number of SLC members voting against adoption of the Operational Plan: \_\_\_\_\_

**Faculty Vote:** Number of faculty members voting to adopt the Operational Plan: \_\_\_\_\_  
Number of faculty members voting against adopting the Operational Plan: \_\_\_\_\_

### Planning Process

Include the names and titles of other individuals who were involved in the planning process. Ensure that plan development involves district-level bilingual/ESL, special education, and NCLB supervisors/directors. Attach an additional sheet, if necessary.

Name	Title	Signature

**INTENSIVE EARLY LITERACY IMPLEMENTATION LEVEL  
ELEMENTARY SCHOOLS – FORM C**

**School** \_\_\_\_\_

*This table contains a partial listing of the Intensive Early Literacy requirements. Each elementary school must indicate below the extent of its current implementation of the following components of Intensive Early Literacy and the schedule for achieving full implementation of these components.*

<b>Intensive Early Literacy Element</b>	<b>Current Level of Implementation</b>	<b>Schedule for Achieving Full Implementation</b>
Scientifically based reading curriculum that includes motivation, background knowledge, phonemic awareness, phonics, fluency, vocabulary and comprehension.		
Uninterrupted 90-minute literacy block.		
Read aloud to the whole class daily.		
Reading, computer, and writing learning centers.		
Classroom library with at least 300 books aligned to Core Curriculum Content Standards and the district reading program, including assistive materials for special education students and English Language Learners.		
The district curriculum is aligned with the CCCS and includes citations to the CCCS.		
Kindergarten curriculum is aligned with district's preschool curriculum.		
Teachers receive the assistance they need to employ computers in instruction and they are used daily.		
The district uses standardized tests in kindergarten, first and second grades that permit cluster and item analysis to aid instruction.		
Assessment results are shared with, and explained to, teachers, parents, students, the central office and SLC members.		
A cluster analysis has been completed of the NJASK4 results.		
At least 75 percent of our students can read at grade level by the end of first grade.		
Dual language classes are available for students with a strong background in their native language.		
Exchange visits occur with preschool programs whose "graduates" attend kindergarten and receive information on student work and the preschool curriculum.		

**Chart A-LAL****Goals and Strategies for Implementation – 2004-05****TOTAL STUDENT POPULATION**

School \_\_\_\_\_

Subtest LAL Check one: NJASK4 \_\_\_ GEPA \_\_\_ HSPA \_\_\_

*Indicate your school's baseline data and performance targets in language arts literacy. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

2003 Baseline Data	2004–06 Performance Targets
TOTAL STUDENT POPULATION	
Percent passing LAL:* 2003 ____%	Percent passing LAL:* 2004 ____% 2005 ____% 2006 ____%

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in literacy have been identified for the total student population? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement in language arts literacy and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the total student population.*

Learning Deficiencies/Obstacles	Strategies/Solutions 2004-05
TOTAL STUDENT POPULATION	

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

# Chart A-MATH

## Goals and Strategies for Implementation – 2004-05

## TOTAL STUDENT POPULATION

**Subtest Math**      **Check one:**      **School** \_\_\_\_\_  
**NJASK4**      **GEPA**      **HSPA**

*Indicate your school's baseline data and performance targets. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

## 2003 Baseline Data

## 2004–06 Performance Targets

## TOTAL STUDENT POPULATION

**Percent passing Math:\* 2003**      %

Percent passing Math:* 2004	%	2005	%	2006	%
100	100	100	100	100	100
90	90	90	90	90	90
80	80	80	80	80	80
70	70	70	70	70	70
60	60	60	60	60	60
50	50	50	50	50	50
40	40	40	40	40	40
30	30	30	30	30	30
20	20	20	20	20	20
10	10	10	10	10	10
0	0	0	0	0	0

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in math have been identified for the total student population? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the total student population.*

### Learning Deficiencies/Obstacles

## Strategies/Solutions 2004-05

## TOTAL STUDENT POPULATION

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

<b>Chart B-LAL</b>	<b>Goals and Strategies for Implementation – 2004-05</b>
<b>ENGLISH LANGUAGE LEARNERS</b>	
School _____	
Subtest <u>LAL</u> Check one: NJASK4 <input type="checkbox"/> GEPA <input type="checkbox"/> HSPA <input type="checkbox"/>	

*Indicate your school's baseline data and performance targets in language arts literacy. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

2003 Baseline Data	2004–06 Performance Targets
<b>ENGLISH LANGUAGE LEARNERS</b>	
Percent passing LAL:* 2003 _____%	Percent passing LAL:* 2004 _____%    2005 _____%    2006 _____%

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in literacy have been identified for English Language Learners? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the ELLs.*

Learning Deficiencies/Obstacles	Strategies/Solutions 2004-05
<b>ENGLISH LANGUAGE LEARNERS</b>	
<p><b>EXAMPLE:</b> Reading subcluster mean score is below district, Abbott and DFG-A for comparable population. Item analysis of TerraNova shows core deficiency in vocabulary.</p>	<p><b>EXAMPLE:</b> Provide professional development in reading, emphasizing vocabulary acquisition through utilization of semantic and concept maps. Build background knowledge by aligning oral ESL curriculum to content of reading program.</p>

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

**Chart B-MATH****Goals and Strategies for Implementation – 2004-05****ENGLISH LANGUAGE LEARNERS**

School \_\_\_\_\_

Subtest Math Check one: NJASK4 \_\_\_ GEPA \_\_\_ HSPA \_\_\_

*Indicate your school's baseline data and performance targets. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

2003 Baseline Data	2004–06 Performance Targets
ENGLISH LANGUAGE LEARNERS	
Percent passing Math:* 2003 ___ %	Percent passing Math:* 2004 ___ % 2005 ___ % 2006 ___ %

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in math have been identified for English Language Learners? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the ELLs.*

Learning Deficiencies/Obstacles	Strategies/Solutions 2004-05
ENGLISH LANGUAGE LEARNERS	

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

**Chart C-LAL****Goals and Strategies for Implementation – 2004-05****SPECIAL EDUCATION STUDENTS**

School \_\_\_\_\_

Subtest LAL Check one: NJASK4 \_\_\_\_ GEPA \_\_\_\_ HSPA \_\_\_\_

*Indicate your school's baseline data and performance targets in language arts literacy. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

2003 Baseline Data	2004–06 Performance Targets
SPECIAL EDUCATION STUDENTS	
Percent passing LAL:* 2003 ____ %	Percent passing LAL:* 2004 ____ % 2005 ____ % 2006 ____ %

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in literacy have been identified for the special education population? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the special education population.*

Learning Deficiencies/Obstacles	Strategies/Solutions 2004-05
SPECIAL EDUCATION STUDENTS	

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

**Chart C-MATH****Goals and Strategies for Implementation – 2004-05****SPECIAL EDUCATION STUDENTS**

School \_\_\_\_\_

Subtest Math Check one: NJASK4 \_\_\_\_ GEPA \_\_\_\_ HSPA \_\_\_\_

*Indicate your school's baseline data and performance targets. Consider the relationship between your school's baseline data and the NCLB Adequate Yearly Progress (AYP) benchmark. Set your school's performance targets for 2004, 2005, and 2006, with the goal of closing the achievement gaps for all students.*

2003 Baseline Data	2004–06 Performance Targets
SPECIAL EDUCATION STUDENTS	
Percent passing Math:* 2003 ____ %	Percent passing Math:* 2004 ____ % 2005 ____ % 2006 ____ %

\*Percent passing = percentage of students achieving proficiency and advanced proficiency

*After a careful analysis and synthesis of the teacher checklists and the assessment data, what deficiencies/obstacles in math have been identified for the special education population? Describe below (a) the learning deficiencies and obstacles that contribute to low student achievement and (b) the strategies/solutions to be implemented. Add rows as needed to complete the chart for each learning deficiency identified for the special education population.*

Learning Deficiencies/Obstacles	Strategies/Solutions 2004-05
SPECIAL EDUCATION STUDENTS	

Explain what type(s) of curriculum/instructional materials and professional development will be needed to address the deficiencies identified with particular emphasis on areas of need revealed in the cluster analyses.

## SUBMISSION REQUIREMENTS

- *School Three-year Operational Plans are due to NJDOE January 8, 2004.*
- *Districts using EdSolution services may submit their forms and charts for the revised plan online. With online submission, one hard copy must be submitted to their respective Office of Program Planning and Design (OPPD) regional office. Teacher checklists can be completed anonymously online via EdSolution or any other provider used by the district.*
- *Schools using other providers or an internal system must submit one copy of their forms and charts to their respective OPPD regional office.*
- *Copies of the Application for Implementing an Alternative Whole School Reform and Selecting a New Whole School Reform Model should be sent to your regional center and to Gordon MacInnes by electronic transmission at [Gordon.MacInnes@doe.state.nj.us](mailto:Gordon.MacInnes@doe.state.nj.us).*
- *Note: Individual teacher checklists need not be shared with the district central office or with DOE.*

Office of Program Planning and Design Regional Offices

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**November 6, 2003**